Queensland State School Reporting – 2011
Cannonvale State School (0589)

Postal address  PO Box 117 Cannonvale 4802
Phone       (07) 4946 2333
Fax          (07) 4946 2300
Email       the.principal@cannonvass.eq.edu.au
Webpages  Additional reporting information pertaining to Queensland state schools is located on the My School website and the Department’s Right to Information site.
Contact Person  Ms Leigh Robinson

Principal’s foreword

Introduction

Our school’s motto “My Best Always” is the motivation for our whole school community to work together to provide a safe and supportive learning environment which focuses on achievement and success to allow each of our students to reach his/her potential. Our school rules: Be a Learner, Be Respectful, Be Safe and Be Friendly guide our actions in all areas of our school. The following report measures our improvement and successes in various areas and provides our focus for the coming year.

School progress towards its goals in 2011

In 2011 our school participated in a teaching and learning audit and received a rating of “high” in the following domains: An Explicit Improvement Agenda, Effective Teaching Practices, Analysis and Discussion of Data and A Culture that Promotes Learning. These results showed a demonstrated improvement in rating in the domains of Analysis and Discussion of Data and A Culture that Promotes Learning.

The Australian Curriculum was trialled in 2011 in the areas of English, Maths and Science through the use of C2C units developed by Education Queensland in preparation for 2012.

In addition a Gifted Education Mentor was trained to ensure teaching staff have programs and pedagogy that cater for students who have gifts and talents. Staff were also trained to provide mentoring and support for staff development of ICT skills. The School Wide Positive Behaviour program was implemented in order to continue our improvements in creating a culture that promotes learning.

Our school also conducted a quadrennial school review in Terms 3 and 4 of 2011.

Future outlook

The key areas for 2012 are:

Full Implementation of the Australian Curriculum using C2C units.
Implementation of Gifted and Talented Plan
Improve numbers of staff who have pedagogical licences.
Full implementation of School Wide Positive Behaviour Program
Improving school attendance
Our school at a glance

School Profile

Coeducational or single sex: Coeducational
Year levels offered: Prep - Year 7

Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2011 – Nov 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>489</td>
<td>238</td>
<td>251</td>
<td>87%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:

In April 2011, there were 489 students enrolled at the school. 5% of these students identified as being either Aboriginal or Torres Strait Islander. Less than 5% of students were students who had English as their second language. A significant number of parents are employed in the tourism industry.

Class sizes – Proportion of school classes achieving class size targets in 2011

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>22.7</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>27.7</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td>N/A</td>
</tr>
<tr>
<td>All Classes</td>
<td>24.5</td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>24</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>0</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>
Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings
Languages Other Than English: Japanese
Instrumental Music: Year 4-7

Cannonvale State School is a Reef Guardian School. Programs teaching about sustainability and care for the environment are taught in each year level. We have “adopted” the Cannonvale Beach.

Extra curricula activities
Rock Band and Concert Band
School Choir
Book Buddies Reading Program
Computer Clubs

How Information and Communication Technologies are used to assist learning
Our students have access to two computer labs of desktop computers in addition to 3-4 computers in each classroom. Information and communication technologies are used as a tool for learning and are embedded in all key learning areas. The P & C pays for a subscription to Mathletics for each student as well as the World Book Encyclopaedia.

Social climate
School Wide Positive Behaviour was introduced with the support of the entire school community. A school chaplain was appointed to the school and was available to the Cannonvale School community one day each week. There is also a Guidance Officer appointed to the school for two days each week and a behaviour teacher is appointed for 1½ days each week.

The school implemented School Wide Positive Behaviour Program and the school community has reviewed school rules “Be a Learner, Be Respectful, Be Safe, Be Friendly,” and expectations which are explicitly taught by classroom teachers and on school assemblies.

The school has an anti-bullying strategy which includes both proactive and responsive strategies to address and prevent bullying within the school. School Opinion Survey data showed no measurable difference between the school mean and the State benchmark for parent and student satisfaction in responses relating to students being safe at school, happy to go to school, behaviour and discipline of students and students being treated fairly. Student satisfaction relating to how safe they feel at school responses showed the school mean was measurably higher than the state benchmarks.
Parent, student and teacher satisfaction with the school

There has been an increase in all areas below except for areas below except for student satisfaction that they are getting a good education which decreased by 3%.

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>73%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>84%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>80%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>61%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>88%</td>
</tr>
</tbody>
</table>

Involving parents in their child’s education

We believe that the best possible outcomes can be achieved when parents work cooperatively with teachers. Parents are encouraged to become involved in the life of the school and support their children in the classroom and in extra-curricular and co-curricular activities.

Workshops are run for parents and community members who are interested in developing an understanding and skills to help their children. Workshops include reading and spelling. Parent-teacher meetings are held at the beginning of each year and at the end of term 1 and 3. Parents are also strongly encouraged to attend their children’s culminating activities at the end of each term to view their children’s work and progress during the term.
Our school at a glance

Reducing the school’s environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

Strategies to reduce our environmental footprint included:
- maintenance work on the bore pump, pool balance tank, and water leaks
- the installation of solar panels
- reducing the amount of photocopying.

Environmental footprint indicators, 2010-2011

<table>
<thead>
<tr>
<th></th>
<th>Electricity</th>
<th>Water</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>KwH</td>
<td>KL</td>
</tr>
<tr>
<td>2011</td>
<td>312,975</td>
<td>15,145</td>
</tr>
<tr>
<td>2010</td>
<td>228,131</td>
<td>11,316</td>
</tr>
<tr>
<td>% change 10 - 11</td>
<td>37%</td>
<td>34%</td>
</tr>
</tbody>
</table>
Our staff profile

Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>31</td>
<td>16</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>29</td>
<td>12</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>1</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>21</td>
</tr>
<tr>
<td>Diploma</td>
<td>8</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
</tbody>
</table>
Our staff profile

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was $25,224. The major professional development initiatives are as follows:

- Implementation of Australian Curriculum
- First Steps Reading
- School Wide Positive Behaviour

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 90% of staff was retained by the school for the entire 2011 school year.

School income broken down by funding source

School income broken down by funding source is available via the My School website at [http://www.myschool.edu.au/](http://www.myschool.edu.au/).

To access our income details, click on the My School link above. You will then be taken to the My School website with the following ‘Find a school’ text box.

![Find a school](image)

Where it says ‘Search by school name’, type in the name of the school you wish to view, and select <GO>’. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school’s My School entry web page.

School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.
Performance of our students

Key student outcomes

Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 91%.
The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>92%</td>
<td>91%</td>
<td>89%</td>
<td>93%</td>
<td>91%</td>
<td>92%</td>
<td>90%</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Student Attendance Distribution

The proportions of students by attendance range.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Student rolls are marked twice daily by teaching staff; once in the morning and once in the afternoon. Teachers follow up any student absences with parents. Staff in the office follow up any student who is absent for three days without explanation.

Students who are regular non-attendees are identified and a member of the office contacts the parents/carers daily to find out reasons for non-attending. When concerns with a student’s absences continue either the Deputy Principal or Principal arranges a meeting in the first instance to discuss the reasons for absences. If there isn’t a change in attendance rates, the procedures outlined in the above policies are implemented.

Consistent messages about the importance of attendance “Every Day Counts” are regularly given on assemblies and in the newsletter.
Performance of our students

**National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9**

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at [http://www.myschool.edu.au/](http://www.myschool.edu.au/).

To access our NAPLAN results, click on the *My School* link above. You will then be taken to the *My School* website with the following ‘Find a school’ text box.

Where it says ‘Search by school name’, type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the *Terms of Use* and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.
Performance of our students

Achievement – Closing the Gap

The gap between Indigenous and non-Indigenous student mean scale scores in reading was 76 and in numeracy was 27. The gap between Indigenous and non-Indigenous attendance rates was 1%